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ABSTRACT

ERIC abstracts on needs assessment in education, announced by this and other clearinghouses in RIE through July 1973, are presented. The key term used in compiling this collection is "Educational Needs." The documents cover the philosophy of needs assessment, instruments and procedures used, and specific programs of needs assessment. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

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ERIC Abstracts

A Collection of ERIC Document Resumes on

Needs Assessment in Education

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the

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PREFACE

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The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

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Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy for School Executives (NASE) of the American Association of School Administrators. The Clearinghouse compiles the abstracts from document resumes in Research in Education to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by NASE and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

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INTRODUCTION

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To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of currency, significance, and relevance to the topic.

For this compilation on needs assessment in education, the index term used is EDUCATIONAL NEEDS. Documents cover the philosophy of needs assessment, instruments and procedures used, and specific programs of needs assessment. The listing is complete for all issues of RIE through July 1973 and includes documents processed by this and other clearinghouses.

Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. Documents are listed alphabetically by author and are numbered.

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1. Beverly Hills Unified School District. Educational Needs Assessment: A Community Survey. A Project to Determine District Goals and Objectives and Establish Priorities for the Beverly Hills Unified School District, October, 1972. California: 1972. 187 pages. ED 072 073 MF $0.65 HC $6.58.

   The Beverly Hills Unified School District designed a questionnaire to serve several purposes: respondents could indicate their requirements for information concerning schools, rank goals and objectives, and determine which aspects of a child's development are primarily home responsibilities and which are primarily school responsibilities. The final section of the questionnaire is designed to determine the level of confidence in and support of the total educational program in Beverly Hills schools and to rank budget allocations. Basic questions in the questionnaire include the following: What are the best information sources concerning Beverly Hills schools? In what areas is more information needed? In what areas should the schools expend resources? Where, between home and school, does the primary responsibility lie for the student's development in other than academic areas? and What is the level of confidence in the schools?

2. Bowkett, Norma S., compiler. Directions 70's: An Assessment of Educationa' Needs in Alaska. Juneau: Office of Planning and Research, Alaska State Department of Education, 1970. 89 pages. ED 054 888 MF $0.65 HC $3.29.

   This ESEA Title III report presents educational goals and objectives for the public education system of Alaska. Goals are to provide an environment wherein each person, regardless of any conditions affecting him, is afforded the opportunity to reach his maximum potential as an individual and as a member of society; to develop within each person the competencies, skills, and values necessary to a contributing member of society; and to provide the best possible administrative structure, service, and leadership to all persons concerned with implementing the educational philosophy of the Alaska State Board of Education. For each goal, specific objectives are supported by a statement of need for the objectives and a summary of present and planned actions to meet the objectives. Also included is a summary of state department of education activities in the areas of educational planning and research.

3. Bucks County Public Schools. Project Description: Quality Education Program Study. Booklet A. Doylestown, Pennsylvania: 1971. 63 pages. ED 063 355 MF $0.65 HC $3.29.

4. Bucks County Public Schools. General Needs Assessments: Quality Education Program Study. Booklet B. Doylestown, Pennsylvania: 1971. 35 pages. ED 063 357 MF $0.65 HC $3.29.

5. Bucks County Public Schools. General and Individual Needs Assessment Instrument. Goal One: Self-Understanding. Doylestown, Pennsylvania: 1971. 9 pages. ED 063 361 Document not available from EDRS.

6. Bucks County Public Schools. Needs Assessment Instruments. Doylestown, Pennsylvania: 1971. 10 pages. ED 063 363 Document not available from EDRS.

7. Bucks County Public Schools. Needs Assessment Instruments. Doylestown, Pennsylvania: 1971. 14 pages. ED 063 365 Document not available from EDRS.

8. Bucks County Public Schools. Needs Assessment Instruments. Doylestown, Pennsylvania: 1971. 12 pages. ED 063 367 Document not available from EDRS.

9. Bucks County Public Schools. Needs Assessment Instruments. Doylestown, Pennsylvania: 1971. 16 pages. ED 063 369 Document not available from EDRS.

10. Bucks County Public Schools. Needs Assessment Instruments. Doylestown, Pennsylvania: 1971. 16 pages. ED 063 371 Document not available from EDRS.

11. Bucks County Public Schools. Creativity: Quality Education Program Study. Booklet 7-A (Needs Assessment Instruments). Doylestown, Pennsylvania: 1971. 17 pages. ED 063 373 Document not available from EDRS.

12. Bucks County Public Schools. Vocational Development: Quality Education Program Study. Booklet 8-A (Needs Assessment). Doylestown, Pennsylvania: 1971. 8 pages. ED 063 375 Document not available from EDRS.

13. Bucks County Public Schools. Understanding Human Accomplishment: Quality Education Program Study. Booklet 9-A (Needs Assessment). Doylestown, Pennsylvania: 1971. 11 pages. ED 063 377 Document not available from EDRS.

14. Bucks County Public Schools. Preparation for a Changing World: Quality Education Program Study. Booklet 10-A (Needs Assessment). Doylestown, Pennsylvania: 1971. 8 pages. ED 063 379 Document not available from EDRS.

(Documents 3 through 14 available as packet from Bucks County Public Schools, Intermediate Education Unit Number 22, Division of Curricu-

lum and Instruction, Attention: Dr. R. Burnabei, Administration Building, Seventh Floor, Doylestown, Pennsylvania 18901. $10.00.)

Twelve documents by the Bucks County Public Schools describe a needs assessment project and its instruments. Document 3 comprises the background of the project, an overview, and a detailed report of procedures used to collect, handle, and analyze data. An appendix includes a sample teacher/student critical incident form and suggestions for interviewers of teachers, students, and parents. Document 4 discusses the purpose and use of needs assessment instruments. Documents 5 through 14 each concern instruments relating to one of ten "Goals of Quality Education." The documents and the goals described are:

5. Goal one: self-understanding
6. Goal two: understanding others
7. Goal three: basic skills
8. Goal four: interest in school and learning
9. Goal five: good citizenship
10. Goal six: good health habits
11. Goal seven: creativity
12. Goal eight: vocational development
13. Goal nine: understanding human accomplishment
14. Goal ten: preparation for a changing world

The general needs assessment instrument, which encompasses all ten goals, can provide the means for a school district to assess its needs relative to these goals. It is composed of sixty-three area behavior statements and a five-point rating scale (from most to least important) for each. The individual needs assessment instruments are designed to assess student behavior in relation to the behavioral categories of each goal. The student must check the appropriate response (from always through never) for each behavior statement.

15. Center for Research and Education. Colorado Interim Master Plan for Environmental Education. Estes Park, Colorado: 1972. 54 pages. ED 068 421 MF $0.65 HC $3.29.

The environmental education master plan cites eleven educational needs in Colorado, general goals for meeting those needs, and specific recommendations for achieving those goals. Participants in the planning project represent a broad cross-section of interests, backgrounds, ages, and geographical locations. In an attempt to provide guidance and coordination for a comprehensive environmental education effort, the report identifies local, regional, and statewide environmental problems; the role of formal and informal education in solving these problems; and local and statewide resources available for environmental education purposes. Appendixes include a needs assessment questionnaire sent to a selected sample of Colorado citizens, a statistical analysis of responses

to the questionnaire, and a statement of goals from the final report of the Colorado Environmental Commission.

16. Clinch-Powell Educational Cooperative. Perceptions of Educational Needs in Campbell, Claiborne, Hancock and Union Counties. Final Report. Harrogate, Tennessee: 1972. 29 pages. ED 068 220 MF $0.65 HC $3.29.

To determine the public's perception of educational needs in four Tennessee county school systems, a task force composed of personnel from the four counties, representatives of the Clinch-Powell Educational Cooperative, and a representative of the University of Tennessee developed and administered two survey instruments to five specific groups in the four counties. The groups in the sample were certified school employees, noncertified school employees, other adults, elected officials, and students. Analysis of the data revealed that needs were identified differently by different groups and that there was no general consensus. Noncertified school employees tended to assign high ranks to the items ranked high by certified school personnel, but certified school personnel and students were in almost complete disagreement on the priority of needs in their counties.

17. Congress of the United States. Needs of Elementary and Secondary Education for the Seventies; a Compendium of Policy Papers. Compiled by the General Subcommittee on Education, Committee on Education and Labor, House of Representatives, Ninety-First Congress, First Session. Washington, D.C.: House Committee on Education and Labor, 1970. 996 pages. ED 042 868 MF $0.65 HC $32.90.

The General Subcommittee on Education of the House Committee on Education and Labor has compiled policy papers on the educational needs of the seventies to deepen Congressional understanding of these issues. The first section of the compendium consists of essays prepared at the invitation of the subcommittee by men considered to represent nearly every shade of opinion on education. These men were asked to predict the compelling issues of the seventies and beyond and to suggest potentially fruitful alternatives. The second section of the anthology is composed of formal statements submitted by witnesses testifying at subcommittee hearings. Essays focus on such subjects as educational finance, school construction, research and development, educational technology, evaluation and accountability, education of culturally and ethnically diverse populations, educational planning and management, reading, school governance, the application of systems analysis techniques to education, early childhood education, aid to private schools, occupational education and training, and selection, training, and compensation of teachers and paraprofessionals.

18. Consulting Services Corporation. An Assessment of the Educational Needs of Indian Students in the State of Arizona. Seattle: 1969. 83 pages. ED 066 275 MF $0.65 HC $3.29.

The objective of this study was to offer general and comprehensive information on American Indian education in Arizona as it pertains to ESEA Title III. The primary vehicle for collecting information was the focus interview, a technique to gather indepth information on opinions and preferences. Interview sessions included eight to twelve participants encouraged to comment on all aspects of Indian educational needs. Two interviewers tape-recorded interviews with parents, students, and teachers and later filled out an interviewer's report form. Findings indicated that there are cultural differences among Indians and non-Indians; that students suffer from feelings of inferiority; that because school personnel fail to recognize cultural differences and are unable to adapt to the teaching of Indian students, the students are not qualified to face the outside world and drop out; and that school changes tend to be superficial. Standardized scores show Indian students to be below the standard norms. Based on the focus interviews, the project listed nineteen recommendations for the administration of Title III at the state level and for the educational needs and commensurate project alternatives identified in the focus interviews. Six underlying needs discovered in the focus interviews are improvement of educator-learner relationships, student self-image, student involvement, educational administration, curriculum structure, and community involvement.

19. Fresno City Unified School District. Brainstorm; A Sub-Project Assessing Educational Needs as Perceived by School Staff: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 1. California: 1968. 56 pages. ED 038 743 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.75.)

This report is the first in a series of needs assessment publications composing the initial phase of PROJECT DESIGN, an ESEA Title III project administered by the Fresno City Unified School District. Documents 19 through 35 are related. Subprogram Brainstorm was conceived to provide an opportunity for all staff members of the city schools to contribute directly to various phases of the project. Brainstorm was geared to identify areas in which current educational programs and services fail to meet perceived standards of quality or optimum education. A training session was held for forty-three teachers recognized as effective group discussion leaders. Each teacher then conducted a minimum of three Brainstorm sessions. The project included a total of 166 sessions throughout the district. Reports were forwarded immediately following each session. Data were classified into six major

groups of needs: personnel, students (general), students (specific groups), management, plant, and relationships. A frequency distribution was arranged, but no attempt was made to establish priorities among the stated needs.

20. Fresno City Unified School District. Speak-up; A Sub-Project Assessing Educational Needs as Perceived by the Community: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 2. California: 1968. 57 pages. ED 038 744 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.75.)

    The second report in the PROJECT DESIGN series contains the findings of research designed to involve a cross-section of Fresno, California, citizens in educational planning and to identify educational needs perceived by the "grassroots" of Fresno. Findings gathered from reports of small-group discussion sessions, each with an average of seven participants, are specified by frequency of response in the following categories: educational activities requiring more or less emphasis, major educational problems, locus of responsibility for teaching moral and ethical values, education for job or career skills, student guidance-counseling programs, minority group and adult education, student activity programs, school-community relationship, strengths and weaknesses of the educational system, and general concerns. The appendix contains copies of instructions given to discussion leaders and three typical summary reports of discussions. Documents 19 through 35 are related.

21. [Fresno City Unified School District]. Matthews, Larry. School Staffing; An Analysis of Selecting Factors: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 4. California: [1968]. 20 pages. ED 038 746 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.25.)

    The purpose of this study was to determine whether significant teacher staffing differences exist among schools in the Fresno City Unified School District. Data were compiled from school principal questionnaire responses. With the sociocultural information requested for other analyses, the questionnaire asked for the following information about teachers on each faculty: number of years taught in the district, number of years taught in current grade-subject assignment, number of years of total teaching experience, and number of years taught in current school. The questionnaire did not attempt to investigate less objective factors. The results revealed wide ranges for each factor in the fifty-one elementary schools, narrower ranges in the junior high group, and still narrower ranges for the senior high group. Data analysis is included

in the report and a sample questionnaire is appended. Documents 19 through 35 also treat facets of PROJECT DESIGN.

22. Fresno City Unified School District. Student "Speak-Up"; A Sub-Project Assessing Educational Needs as Perceived by Secondary Students: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 5. California: 1968. 23 pages. ED 038 745 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.25.)

    As a part of the general needs assessment effort of PROJECT DESIGN, this report describes the perceived educational needs of secondary students in Fresno schools. Small-group discussions by area secondary students identified specific educational needs in eight categories: curriculum, job and career training, minority group education, school responsibilities, development of ethical values, extracurricular activities, counseling and guidance, and general improvements. A description of the composition of participating groups accompanies a breakdown of the frequency of response for each need statement. Documents 19 through 35 are related.

23. Fresno City Unified School District. Problems Perceived by Educational Leadership: PROJECT DESIGN, Interagency Planning for Urban Educational Needs, Number 6. California: 1968. 31 pages. ED 038 748 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.50.)

    This ESEA Title III report summarizes educational problems perceived by Fresno City Unified School District educational leaders. A researcher interviewed five members of the board of education, twenty-eight district administrators, and four leaders of teacher organizations. Each was asked, "What do you feel are the major problems, concerns, or needs of our school district?" Each was limited to fifteen responses. Responses are arranged in a table under the headings learner need, functional need, or solution and into major categories including objectives, personnel, plant and facilities, communications, social relationships, finance, and program. These seven major categories are broken down into thirty-one vertical categories. The document provides all responses, a frequency distribution of stated needs, analysis, summary, and conclusions. Documents 19 through 35 also deal with PROJECT DESIGN.

24. [Fresno City Unified School District]. Smart, James R. Mathematics: PROJECT DESIGN. Educational Needs, Fresno, 1968, Number 12. California: 1968. 82 pages. ED 038 751 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348

Mariposa Street, Fresno, California 93707. $2.25.)

PROJECT DESIGN, an ESEA Title III project, assessed the mathematics needs of the Fresno City Unified School District. Theoretical concepts, rather than computational skills, are to be emphasized in the proposed mathematics program. To offset any decline in computational skills, the new program plans to maintain the skill level, yet find time to introduce the new concepts of modern mathematics. The experimental design of this study tabulates a matrix of school system needs: societal standards, assessment data, strengths and weaknesses, learner needs, instructional needs, administrative and district needs, and general needs. In addition, thirty-seven suggested solutions and sixteen major conclusions end the report. Documents 19 through 35 are related.

25. [Fresno City Unified School District]. Williamson, Stanley E., and others. Science: PROJECT DESIGN. Educational Needs, Fresno, 1968, Number 13. California: 1968. 97 pages. ED 038 752 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.25.)

Evaluation of future needs for the K-12 science program in the Fresno City Unified School District centered on four goals for science education contained in the Science Framework for California Public Schools. These goals are to develop attitudes that underlie the personal involvement of the individual with his environment, to develop a scientific mode of inquiry, to develop fundamental skills for scientific inquiry, and to develop the knowledge of a body of facts and concepts necessary for further interpretation of the natural world. The experimental design consisted of site visits to seventy-three schools at the elementary, junior high, and senior high levels. Researchers highly recommended that teachers and administrators in the elementary and junior high schools understand the four goals. The authors suggest that the junior high program be upgraded by providing more science experiences, though more laboratory equipment must be acquired. The senior high program should provide more introductory courses in the physical sciences relevant to the non-college-bound student. The report contains a detailed matrix of educational needs for each grade level. Other documents on PROJECT DESIGN are 19 through 35.

26. [Fresno City Unified School District]. DeLay, Donald H., and others. Teaching/Learning Processes: PROJECT DESIGN. Educational Needs, Fresno, 1968, Number 18. California: 1968. 61 pages. ED 038 757 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.75.)

A theoretical framework of the learning process is presented and used to evaluate the total educational program in the Fresno City Unified School District as part of PROJECT DESIGN. According to the framework, the learner must develop a self-concept by which he feels he can learn. The learner must then experience alternatives, that is, become actively involved in selecting what he wants to learn and how and when he wants to learn it. The freedom to explore and search for meaning develops an inquiring process. The power of learning is the ability to keep a question open, lending to a concept of education as continuous or open-ended. In Fresno, the teaching staff is biased toward keeping the student passive in the educational process. The conceptual base outlined above should be used to change teachers' attitudes toward students. A staff development program should be instituted to provide detail on this learning theory and to promote desirable changes in the educational program. Documents 19 through 35 are related.

27. [Fresno City Unified School District]. Lerner, Joseph S., and Rothstein, Jerome H. Special Education: PROJECT DESIGN. Educational Needs, Fresno, 1968, Number 19. California: 1968. 25 pages. ED 038 758 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.25.)

    Educational needs in the special education program of the Fresno City Unified School District are evaluated as part of PROJECT DESIGN. In the study, data collected in the school district were compared with national trends. The major conclusion is that the overall program compares favorably with national norms. More specifically, programs for the deaf and blind were rated excellent. However, programs for the partially sighted, hard of hearing, speech impaired, crippled, and educationally handicapped fell below the enrollment trends nationally. More thorough screening methods in these areas should raise enrollments closer to the national rates. Classroom quality is adequate in most cases, with the exception that classes for the educationally handicapped are on double session. The staff should become more involved in budget preparation and admission procedures. Related documents are 19 through 35.

28. [Fresno City Unified School District]. Poidevin, William H., and others. Student Personnel: PROJECT DESIGN. Educational Needs, Fresno, 1968, Number 22. California: 1968. 64 pages. ED 038 761 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.75.)

    The purpose of this study was to determine if the students in the Fresno City Unified School District have the opportunity to be involved in a de-

velopmental, comprehensive, cocurricular program. Such a program includes student control, student body organizations, student council, club programs, social activities, and athletics. Elementary, intermediate, and high school levels were investigated to determine if students had motivational opportunities for self-direction and development with guidance and assistance. Student surveys were made at all three grading divisions and oral interviews conducted with the director of activities at each school. The building principals, persons in charge of activity programs, and financial advisors received written survey forms. The major conclusion of the study is that schools at all levels are involved in the cocurricular activities program, meeting most of the varied needs of the district's student population. Documents 19 through 35 also describe aspects of PROJECT DESIGN.

29. Fresno City Unified School District. Conclusions from Needs Assessment Publications: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 29. California: [1968]. 86 pages. ED 038 767 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.25.)

The major conclusions of twenty-eight publications prepared by PROJECT DESIGN to assess the dimensions of educational needs in Fresno, California, are listed. Following the presentation of conclusions by source, specific conclusions are arranged by topic in the following categories: objectives, planning, and evaluation; adult education; vocational education; curriculum; instructional methodology; staff and staffing patterns; inservice training; guidance and counseling; ethnic minorities; external and internal communication; and finance and facilities. Each conclusion listed in this section is cross-referenced with the appropriate project publication. Related documents are 19 through 35.

30. Fresno City Unified School District. Summary Fresno Educational Needs Assessment: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 30. California: 1968. 9 pages. ED 038 768 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.00.)

This document summarizes the major conclusions of twenty-eight reports prepared by PROJECT DESIGN to assess the educational needs of Fresno, California. Highlights of the report fall into the following categories: ethnic minority needs, communication problems, clarification of educational objectives, staffing, evaluation, inservice training, curriculum, instructional methodology, vocational education, adult educa-

tion, guidance-counseling, and finance and facilities. Documents 19 through 35 are related.

31. [Fresno City Unified School District]. Eastmond, Jefferson N. The Process of Educational Planning: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 31. California: 1968. 10 pages. ED 038 769 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.00.)

    Developing a long-range interagency master plan for the Fresno City Unified School District involves three separate but interrelated activities. The first branch of activity consists of conducting a needs assessment (see documents 19 through 30). In the second branch, results of the needs assessment are used to identify priority problems and to define procedures for solving those problems when immediate and intermediate action is necessary. This planning overview is part of phase two of PROJECT DESIGN, the ESEA Title III project of Fresno. This phase involves defining and analyzing priority needs, generating alternative solution strategies, selecting the optimum strategy, drawing a detailed master plan for implementing that strategy, and evaluating. At each step in the problem-solving process, communication with the community planning register allows for the third phase of the project, the linking of immediate problem-solving with a long-range educational and community master plan. Related documents are 19 through 35.

32. Fresno City Unified School District. Mission Objectives: PROJECT DESIGN. Fresno, Number 32. California: 1969. 164 pages. ED 038 770 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $2.25.)

    This document summarizes a related set of educational objectives and performance requirements for Fresno, California, developed by PROJECT DESIGN. In the first section, tentative needs identified by project participants and listed in document 29 are arranged in twelve topical categories: objectives, planning, and evaluation; adult education; vocational education; curriculum; instructional methodology; staff and staffing patterns; inservice training; guidance and counseling; ethnic minorities; internal and external communications; facilities; and finance. Each tentative need statement was considered valid if a select committee of educators found significant discrepancies between value and fact. The second section presents validated needs by topic. The final section translates validated needs into specific problem-solving activities (mission objectives) and related criteria for solutions (performance requirements).

Documents 19 through 35 are related.

33. Fresno City Unified School District. Summary: PROJECT DESIGN. Educational Master Plan, Fresno, 1969, Volume A. California: 1969. 56 pages. ED 038 775 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $4.00.)

The first volume of the master plan for education in Fresno, California, summarizes the activities of PROJECT DESIGN. The project has assessed current and projected educational needs in the Fresno area and developed a planning model based on optimum interagency cooperation. The model offers alternative solutions for meeting educational needs. The first two sections of this volume outline basic assumptions concerning the relationship between future educational objectives and community and individual development. The third section discusses specific recommendations for change in Fresno schools. The final section describes future responsibilities, management and accountability needs, management control options, and alternative models for education in Fresno. The document includes a diagram illustrating the interrelationships of significant components in the master plan and a listing of project publications and participants. Documents 19 through 35 are related.

34. Fresno City Unified School District. Configurations: Design for the Future: PROJECT DESIGN. Educational Master Plan, Fresno, 1969, Volume B. California: 1969. 185 pages. ED 038 776 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. $6.00.)

The second volume of the educational master plan for Fresno describes seven major factors identified during the development of PROJECT DESIGN and considered crucial to effective educational planning for the future. These factors are direction of future social change; school management needs; school district philosophy, values, goals, objectives, policy, and regulations; interagency cooperation for planning; alternative models of educational change; sources for educational finance; and special problem-solving procedures. Following this assessment, the document presents a summary of the educational master plan model designed to accommodate each of the major factors. Project publications and participants are listed. Documents 19 through 35 are related.

35. Fresno City Unified School District. Implementation: Planned Change: PROJECT DESIGN. Educational Master Plan, Fresno, 1969, Volume C. California: 1969. 413 pages. ED 038 777 MF $0.65 HC not available from EDRS. (Available from Fresno City Unified School District, 2348 Mariposa Street, Fresno, California 93707. Two volumes, $20.00.)

The third volume of the Fresno educational master plan, developed by PROJECT DESIGN, summarizes present and future educational needs and recommends a number of specific, time-related activities to meet these needs. In the first section, educational needs are identified and translated into mission objectives related to developing school-community relationships, building a superior program, building a superior staff, utilizing resources, and resolving problems of minority groups. The second section presents twenty-one sets of recommendations. For each set, narrative and flow-chart diagrams designate the time period and specific activities required for implementation. The document also contains recommendations for further study and lists of project publications and participants. Related documents are 19 through 35.

36. Garms, Walter I., and Smith, Mark C. Development of a Measure of Educational Need and Its Use in a State School Support Formula. Report on Study of the New York State School Support Formula. Albany: New York State Educational Conference Board, 1969. 92 pages. ED 038 739 MF $0.65 HC $3.29.

    This study concerns the development of a measure of educational need and its use in a state school support formula in New York. The study assumes that public schools should operate positively to further equality of opportunity and that schools are able to affect achievement levels and rates of learning. The present state aid formula is insufficient because it recognizes differences in fiscal need but not in educational need. Since educational costs for children with special needs are relatively high compared to costs for normal children, the present formula discriminates against districts having a high proportion of special problem students. The research, based on a sample of forty-five school districts, suggests four variables: the ratio of Negro and Puerto Rican students in the school, the percentage of children from broken homes, the average number of different schools the children have attended in the past three years, and the average number of years of schooling the parents have completed. These variables predict 71 percent of the variation in educational achievement in both reading and arithmetic and, therefore, can establish educational need consistent with the stated assumptions.

37. Helper, John W. An Assessment of Learner Needs in Colorado, School Year 1970-1971. Denver: Colorado State Department of Education, 1972. 111 pages. ED 068 514 MF $0.65 HC $6.58. (Also available from Colorado Department of Education, Denver, Colorado. AE-26, 1M, $1.00.)

    The needs of students in the public schools of Colorado are reviewed in a report containing two types of information: descriptions of some educational outcomes commonly desired in Colorado, as found in state-

ments of goals and objectives; and descriptions of student performance on an assessment inventory administered in the spring of 1971. Results of pupil performance on assessment exercises are included for the areas of language skills, learner self-concept, social knowledge and skills, health information, and music appreciation. The author notes instances in which students have acquired certain skills, knowledge, and attitudes, and some instances in which they have not. Statewide findings should be interpreted by local district personnel in terms of specific objectives for their school programs.

38. Hoepfner, Ralph, and others. Report on the Field Testing of the CSE Elementary School Evaluation Kit: Needs Assessment. Los Angeles: Center for the Study of Evaluation, University of California, 1971. 145 pages. ED 058 673 MF $0.65 HC $6.58.

    This evaluation kit is a self-instructional package that provides a principal with all the procedures and materials necessary to conduct an assessment of his school's educational needs. The report describes the field testing of the kit during the 1970-1971 school year. California, national, and individual case study school samples were used. Participants filled out questionnaires after completing each of five kit booklets. The questionnaires and their results are included in the report, which also presents conclusions from the field testing and recommendations for changes in the kit prior to final publication.

39. Johns, Roe L., and others, editors. Dimensions of Educational Need. Gainesville, Florida: National Educational Finance Project, 1969. 250 pages. ED 036 007 MF $0.65 HC $9.87.

    Roe L. Johns and J. Alan Thomas survey the problem of educational need. Kern Alexander considers the implications of educational need for school financing. These dimensions of need are defined in the areas of early childhood and basic elementary and secondary education by William P. McLure; in the area of educational programs for exceptional children by Richard A. Rossmiller; for culturally deprived children by Arvid J. Burke; for vocational education by Erick L. Lindman and Edwin L. Kurth; in community junior college education by James L. Wattenbarger; and for adult and continuing education by J. Alan Thomas and William S. Griffith. In addition, Roe L. Johns discusses the extended school year. An abstract of the research design for the National Educational Finance Project is appended.

40. Kaufman, Roger A., and Harsh, J. Richard. "Determining Educational Needs: An Overview." Paper prepared for Planned Leadership for Evaluative Development of Goals for Education (PLEDGE) conference, San Dimas, October 1969. 17 pages. ED 039 631 MF $0.65 HC $3.29.

This paper proposes that a formal, systematic process supported by hard data be utilized to identify and define the needs of learners and of society so that effective and efficient education may be designed, implemented, and evaluated. Three preliminary models for assessing educational needs are presented and exemplified by descriptions of activities in three California unified school districts. Also included is a limited analysis of the steps an educational agency must take to identify and define criteria for relevant educational goals on which an effective educational program may be based.

41. Klein, Stephen P., and others. Procedures for Needs-Assessment Evaluation: A Symposium. From symposium at American Educational Research Association annual meeting, New York, February 1971. Los Angeles: Center for the Study of Evaluation, University of California. 63 pages. ED 055 111 MF $0.65 HC $3.29.

    Symposium topics and speakers include "Choosing Needs for Needs Assessment" by Stephen P. Klein, "Selecting Tests to Assess the Needs" by Ralph Hoepfner, "Making Better Decisions on Assessed Needs: Differentiated School Norms" by Paul A. Bradley and Dale Woolley, and "Allocating Resources by Subject Area" by James S. Dyer and Guy P. Strickland. A list of 145 goals of elementary education from the Center for the Study of Evaluation Elementary School Evaluation Kit is appended.

42. Krebs, Robert E., and Stevens, Gail A. An Assessment of Needs Related to the Education of Migrant Children in the State of Washington. Toppenish, Washington: Center for the Study of Migrant and Indian Education, 1971. 64 pages. ED 050 851 MF $0.65 HC $3.29.

    The stated purpose of this study is to identify the educational needs of migrant children and make recommendations for programs to improve and equalize educational opportunities for children of migrant families in the state of Washington. Lay persons and educators incorporated the thoughts of people of all ages to generate guidelines for the Center for the Study of Migrant and Indian Education staff in the development of future programs. In addition to discussing the problems of the migrant child, the authors make recommendations for provision of compensatory programs, training programs for bilingual paraprofessionals, "alternative" educational programs, mobile facilities, performance contracting, and use of the educational voucher. The appendix includes a partial listing of migrant centers and service organizations in the United States.

43. Laycock, S. R., and Findlay, J. A. Study of Educational Provisions for and Needs of Emotionally Disturbed Children in the Elementary and

Secondary Schools of British Columbia. Vancouver, Canada: Educational Research Institute of British Columbia, [1968]. 265 pages. ED 032 675 Document not available from EDRS.

Responses of all fifty-four district superintendents of school in British Columbia to a forty-item questionnaire on educational provisions for emotionally disturbed children are reported with the results of interviews and visits. Discussion and recommendations concern nine areas in education for the emotionally disturbed: general educational policy, incidence, general and specific educational objectives, identification, administrative and educational provisions, training of specialized school personnel, possible ways of providing for children in rural and suburban areas, financing special services, and the school's responsibility in preventing emotional disturbance. The background, limits, and methods of the study are described, and data on programs outside British Columbia and a review of the literature provided.

44. Londoner, Carroll. A Diagnostic Procedural Model for Identifying Real Educational Needs. 1967. 18 pages. ED 037 675 MF $0.65 HC $3.29.

This study evaluated educational problems and needs in the administrative management council of Bloomington Hospital, Bloomington, Indiana, to help produce a more effective task group within the hospital's institutional framework. Over a seven-week period, the investigator used the Bales Interaction Analysis Sheet (verbal participation) and a specially developed process report form for evaluating group structure and processes to observe department heads in their weekly conferences. The history of the development of this group, indicating various lines of confusion, led the department heads to suggest several educational needs during their collaborative diagnosis. Accordingly, the investigator, as diagnostician, recommended the setting of an overall hospital philosophy with principles and guidelines for future work, a clarified organizational structure indicating proper lines of authority and responsibility, and some form of participation training in procedures for decision-making and problem-solving. A questionnaire and the diagnostic instruments are included.

45. Manion, Raymond C., and Weil, Nancy L. Educational Needs in the State of Kansas, as Indicated by State Department of Education Staff. Topeka: Kansas State Department of Education, 1970. 24 pages. ED 046 128 MF $0.65 HC $3.29.

A questionnaire survey, conducted among the professional staff of the Kansas State Department of Education, identified need studies previously undertaken in conjunction with department activities and solicited staff opinions concerning educational needs. The staff contributed 142 state-

ments of educational needs and reported that twenty-five need studies had been conducted. Three areas of need reported, in order of importance, are organizational reform, definition of educational purposes (goals and objectives), and improvement of educational programs.

46. McLure, William P., and Pence, Audra May. Early Childhood and Basic Elementary and Secondary Education: Needs, Programs, Demands, Costs. National Educational Finance Project; Special Study No. 1. Urbana: Bureau of Educational Research, University of Illinois, 1970. 183 pages. ED 054 842 MF $0.65 HC not available from EDRS. (Available from Bureau of Educational Research, College of Education, University of Illinois, Champaign, Illinois 61820.)

Two special studies were funded separately as components of the National Educational Finance Project: Early Childhood Education and Basic Elementary and Secondary Education. For conceptual and operational reasons, the two studies were merged into a single study that identifies the needs of individuals in American society and in public school systems in an attempt to meet those needs. The authors present a cost analysis of operating expenses of a sample of school districts (urban, suburban, independent, and Bureau of Indian Affairs) for the regular scholastic year 1968-1969 and the summer of 1969. Also included is a projection of needs of 1980 in terms of capital outlay necessary to operate effective educational programs. Twenty-three tables and four appendixes supplement the text. The report also gives school population estimates for 1970 and 1980.

47. Schrodi, Tom, and others. Career Education Pilot Project K-14. Orange County Consortium. Needs Assessment. California: Orange Unified School District, n.d. 123 pages. ED 074 271 MF $0.65 HC $6.58.

The outcomes of a needs assessment of the Career Education Pilot Project for grades K-14 are summarized. Interviews and questionnaires obtained data from teachers, students, and parents and from 150 service agencies in the communities. Findings include the following: elementary teachers appear to be doing a more complete job of teaching work attitudes than are secondary teachers; teaching attitudes toward leisure time appear to be weaker at the secondary level; elementary teachers seem to be doing less than other teachers in encouraging questions on career information in class; a large percentage of teachers at all grade levels and in all subject areas have not given students opportunities to solve problems and make decisions about career choices; less career awareness has been taught at the secondary level; economic awareness is taught more consistently at the elementary level; the educational and training requirements for occupations have not been adequately taught; other than the traditionally vocational subjects, there is

little evidence of a written career curriculum; and less than 6 percent of the elementary teachers and 21 percent of the secondary teachers have been involved in curriculum review.

48. Woodbury, Charles A., Jr., and others. "Research Model for State Educational Needs Assessment." Paper presented at American Educational Research Association annual meeting, Minneapolis, March 1970. 15 pages. ED 042 263 MF $0.65 HC $3.29.

    Assignment of ESEA Title III monies to state agencies mandates a research model for needs assessment to facilitate interstate comparisons and generalizations. Theoretical postulates for and empirical evidence from the Virginia Needs Assessment Project suggest a prototype design, moving in three phases from ideas to program outcomes. The first phase identifies documentary policy guidelines from authoritative and nonauthoritative sources internal and external to the state, identifies documentary program recommendations from internal authoritative sources, and secures perceptions of educational objectives from internal nonauthoritative sources. The second phase involves comparative analysis of documentation and perceptions with actual attainments in learner-oriented and learner-facilitative domains to identify gaps as operationally defined needs, and includes determination of need characteristics: incidence, criticality, dispersion, and consociation. A planning design for periodic reassessment constitutes the third phase.

49. Woodbury, Charles A., Jr., and others. "Conceptual Model for Assessment and Analysis of Learner-Oriented Educational Needs of Virginia 1969-1970." From symposium on Comparative Models for State Needs Assessment, American Educational Research Association, New York, February 1971. Charlottesville: Bureau of Educational Research, University of Virginia. 17 pages. ED 057 082 MF $0.65 HC $3.29.

    Funding of much creative effort to solve educational problems requires effective state needs assessments. The authors suggest a model for accountability and for identification of cognitive and affective needs. Concepts for model constructs are several, including the learner's unique self-social system; the school and classroom with its own mix of interacting influences; and policy, instruction, content, and personnel and their perceptions. Output gaps between criterion behaviors and attainment can be analyzed for present accountability and used as guidelines for change, planning, and continuing assessment.

50. Yingling, Karl W. The Financial Phase of Long Range Planning for Public Schools—Presenting a Method for Projection. Pennsylvania: Butler County School Board, 1968. 18 pages. ED 020 563 MF $0.65 HC $3.29.

This document presents a method for estimating future financial needs and resources in a long-range plan for school districts. The author discusses required assumptions for a ten-year projection and offers specific advice on computing the necessary elements. Difficulties associated with each element are emphasized and some solutions proposed. The text considers the need for evaluating projected and actual income and costs at the close of each fiscal year. An appendix includes sample projection tables and graphs.

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